

2022 HEP and CAMP Pre-Application Webinar Transcript

00:02:57.410 --> 00:03:14.280

Bentley-Memon, Millicent

Good afternoon and welcome everyone to the US Department of Education 's Office of Migrant Education's pre-application webinar for the High School Equivalency Program and College Assistance Migrant Program (HEP and CAMP).

00:03:15.210 --> 00:03:32.410

Bentley-Memon, Millicent

My name is Millie Bentley-Memon, and I'm the Group Leader for the HEP and CAMP programs within the Office of Migrant Education. I'd like to introduce you to my colleagues so that they can briefly introduce themselves. First, we have Dr. Sandy Toro and then Ms. Jessica Stein.

00:03:33.580 --> 00:03:40.620

Toro, Sandra

Thank you. Hi, everyone. My name is Sandy Toro, and I am the Office of Migrant Education's Data and Evaluation Lead.

00:03:42.210 --> 00:03:48.700

Stein, Jessica

Hello, everyone. My name is Jessica Stein, and I'm a Program Officer with the Office of Migrant Education.

00:03:52.030 --> 00:03:53.460

Bentley-Memon, Millicent

Very good. Thank you both.

00:03:55.470 --> 00:04:02.530

Bentley-Memon, Millicent

This slide is an introduction to the webinar environment, and I'd like to draw your attention to some of the webinar features.

00:04:03.610 --> 00:04:22.120

Bentley-Memon, Millicent

First, because this is a webinar, we will make the slides of this presentation available shortly following the webinar on the US Department of Education website (oese.ed.gov). That link is provided later in the presentation and in the grants-making documents.

00:04:23.580 --> 00:04:26.150

Bentley-Memon, Millicent

Please note that this webinar will be recorded.

00:04:27.120 --> 00:04:34.400

Bentley-Memon, Millicent

Please type all questions into the chat function on your screen. We will not be taking audio questions.

00:04:35.650 --> 00:04:40.100

Bentley-Memon, Millicent

Depending on the nature of the question, we may answer directly to the questioner.

00:04:40.770 --> 00:04:57.610

Bentley-Memon, Millicent

If we are unable to answer your question during this webinar, please follow up with me (millicent.bentley-memon@ed.gov) via email after the webinar is complete. My email address and those of my colleagues are shown at the end of the presentation.

00:04:58.720 --> 00:05:06.980

Bentley-Memon, Millicent

We hope that this pre-application webinar provides you with some technical assistance on the HEP and CAMP grant application process.

00:05:08.580 --> 00:05:14.100

Bentley-Memon, Millicent

Next, I'd like to turn it over to Ms. Jessica Stein who will share the mission of the Office of Migrant Education.

00:05:17.200 --> 00:05:46.790

Stein, Jessica

The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families. The values of the Office of Migrant Education are collaboration, teamwork, communication, customer service, versatility, continuous learning, mission-driven, and student-centered.

00:05:53.110 --> 00:05:56.720

Stein, Jessica

And I'm going to turn it over to Millie to discuss the objectives.

00:05:58.020 --> 00:06:04.980

Bentley-Memon, Millicent

Thank you, Jessica. I'd like to quickly review the structure and objectives of this pre-application webinar.

00:06:05.880 --> 00:06:12.930

Bentley-Memon, Millicent

Please try to have the following documents handy, so you can follow along and make notes or ask questions. There's a Notice Inviting Applications (NIA) shown in the Federal Register Notice. There are application instructions available at Grants.gov, and there's also a set of Frequently Asked Questions that's published on our website.

00:06:29.990 --> 00:06:44.590

Bentley-Memon, Millicent

Question breaks will happen occasionally during this webinar. We will review a frequently asked question, and then we will go silent for a while and review the questions we are getting. We will come back and answer as many as we can today.

00:06:45.760 --> 00:07:03.870

Bentley-Memon, Millicent

All questions will be answered to the extent possible during this webinar again. Again, please submit your questions via this chat box. We will respond verbally or through the chat box. Please follow up with me via email after the webinar if your question is not answered during the webinar.

00:07:04.880 --> 00:07:13.670

Bentley-Memon, Millicent

There may be several questions involving logistics that are applicable to a particular applicant. We will address these kinds of questions offline.

00:07:15.130 --> 00:07:25.330

Bentley-Memon, Millicent

We can answer questions about general logistics, formatting, submitting applications, and the details in the Notice Inviting Applications and applications.

00:07:26.300 --> 00:07:28.500

Bentley-Memon, Millicent

We cannot answer questions like "Would it be a good idea if I wrote x, y, or z into the application?" We cannot answer these types of questions.

00:07:40.760 --> 00:07:41.770

Bentley-Memon, Millicent

Next slide please.

00:07:44.680 --> 00:07:48.450

Bentley-Memon, Millicent

Before we dive in, a word of caution about this webinar.

00:07:49.540 --> 00:08:03.440

Bentley-Memon, Millicent

What we are presenting today is merely a review of items in the Notice Inviting Applications and application instructions. Many items have been summarized, so we can cover all of the material during the webinar.

00:08:04.510 --> 00:08:17.550

Bentley-Memon, Millicent

I cannot overemphasize how important it is to read the complete NIAs, instructions, as well as all other references or related statutes, regulations, instructions, et cetera.

00:08:19.270 --> 00:08:20.290

Bentley-Memon, Millicent

Next slide please.

00:08:26.300 --> 00:08:35.220

Bentley-Memon, Millicent

The outline you see here is a partial overview of the Notice Inviting Applications, or NIA, that we will follow over the next several slides.

00:08:36.240 --> 00:08:48.660

Bentley-Memon, Millicent

We will cover a lot of information during this webinar, but not everything, so it's very important that all applicants read the NIA and the application instructions in their entirety.

00:08:49.810 --> 00:08:55.810

Bentley-Memon, Millicent

All of the information presented in today's webinar is in the NIA and application.

00:08:56.850 --> 00:09:03.410

Bentley-Memon, Millicent

If you have a question, this is a reminder to please ask it during the question breaks today or to please send a question to us later.

00:09:06.080 --> 00:09:07.140

Bentley-Memon, Millicent

Next slide please.

00:09:10.220 --> 00:09:11.970

Bentley-Memon, Millicent

Application submission deadline.

00:09:12.680 --> 00:09:22.790

Bentley-Memon, Millicent

All applications are due by 11:59:59 PM Eastern Time on Tuesday, February 1, 2022.

00:09:23.610 --> 00:09:32.030

Bentley-Memon, Millicent

There are no exceptions to this deadline, so submit applications early to account for any unexpected delays or issues.

00:09:36.560 --> 00:09:42.900

Bentley-Memon, Millicent

Next, I'm going to turn it over to Ms. Jessica Stein to share the purposes of the HEP and CAMP programs.

00:09:51.200 --> 00:10:19.290

Stein, Jessica

It is important for applicants to understand the purposes of the HEP and CAMP programs when applying for a grant. The CAMP is designed to assist migratory or seasonal farm workers or immediate family members of such workers who are enrolled or are admitted for enrollment on a full-time basis at an institution of higher education (that is, IHE) complete their first academic year.

00:10:19.930 --> 00:10:40.560

Stein, Jessica

The HEP is designed to assist migratory or seasonal farm workers or immediate family members of such workers to obtain the equivalent of a secondary school diploma and subsequently to gain improved employment enter into military service or be placed in an IHE or other postsecondary education or training.

00:10:44.490 --> 00:10:46.330

Stein, Jessica

And now I'm going to turn it over to Millie.

00:10:47.980 --> 00:10:48.980

Bentley-Memon, Millicent

Thank you, Jessica.

00:10:50.410 --> 00:11:01.770

Bentley-Memon, Millicent

So what's new. Before we dive into the content, I want to mention three items that may look different or new to those of you who have applied for HEP or CAMP grants in the past.

00:11:03.920 --> 00:11:14.940

Bentley-Memon, Millicent

First, beginning with the fiscal year 2021 competition, we increased the award maximum for CAMP to \$475,000 per year.

00:11:16.070 --> 00:11:20.940

Bentley-Memon, Millicent

Applicants may request up to \$475,000 for CAMP.

00:11:21.850 --> 00:11:27.750

Bentley-Memon, Millicent

There was no increase to HEP, which remains at \$475,000 per year.

00:11:30.890 --> 00:11:37.630

Bentley-Memon, Millicent

There is a new Invitational priority for fiscal year 2022 for both HEP and CAMP.

00:11:39.710 --> 00:11:55.690

Bentley-Memon, Millicent

Additionally, the selection criteria for HEP and CAMP were updated with the fiscal year 2021 competition, and these updates are applicable to the fiscal year 2022 competition.

00:11:56.540 --> 00:12:03.540

Bentley-Memon, Millicent

These updates pertained to the quality of project design and quality of project evaluation criteria.

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Bentley-Memon, Millicent

Please also see the US Department of Education's 2017 rule that provides information regarding definitions for "demonstrates a rationale" and "promising evidence."

00:12:19.140 --> 00:12:30.610

Bentley-Memon, Millicent

On July 31, 2017, the Secretary of Education issued a rule to better align regulations with the definition of evidence based on the statutory authority.

00:12:31.670 --> 00:12:37.000

Bentley-Memon, Millicent

We will discuss these, and other definitions related to evidence, later in the presentation.

00:12:38.240 --> 00:12:43.950

Bentley-Memon, Millicent

Next, we will discuss these priorities in further detail starting with the HEP priorities.

00:12:53.510 --> 00:13:01.400

Bentley-Memon, Millicent

There is one competitive preference priority in the HEP competition. It is consideration of prior experience.

00:13:02.610 --> 00:13:08.290

Bentley-Memon, Millicent

Prior experience is from the Higher Education Act of 1965 as amended.

00:13:09.150 --> 00:13:19.770

Bentley-Memon, Millicent

Applicants that are administering a HEP project are eligible to receive up to 15 additional points for prior experience of service delivery.

00:13:21.570 --> 00:13:28.560

Bentley-Memon, Millicent

These points are applicable to applicants who are in the expiring year of a previous project.

00:13:29.470 --> 00:13:32.270

Bentley-Memon, Millicent

The points are based on performance information.

00:13:33.310 --> 00:13:40.630

Bentley-Memon, Millicent

Not all points may be awarded. Up to 15 points may be awarded. It is a range.

00:13:43.020 --> 00:13:53.550

Bentley-Memon, Millicent

Regarding this competitive preference, priority consideration of prior experience projects that are expiring will be continued for these additional points.

00:13:55.060 --> 00:14:06.370

Bentley-Memon, Millicent

Projects that are expiring means those current HEP grantees in their final budget period that received their current HEP award in fiscal year 2017.

00:14:07.490 --> 00:14:16.530

Bentley-Memon, Millicent

The Secretary will consider the applicant's prior experience in implementing its expiring HEP project based on performance information.

00:14:17.840 --> 00:14:22.460

Bentley-Memon, Millicent

Further, there is one invitational priority in this HEP competition: meeting student social, emotional, and academic needs.

00:14:29.180 --> 00:14:43.410

Bentley-Memon, Millicent

For fiscal year 2022 and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is an invitational priority.

00:14:45.720 --> 00:15:12.160

Bentley-Memon, Millicent

Under 34 Code of Federal Regulations 75.105(c)(1), we do not give an application that meets this Invitational priority a competitive or absolute preference over other applications. Again, we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

00:15:14.300 --> 00:15:19.900

Bentley-Memon, Millicent

This invitational priority on meeting students' social emotional and academic needs is projects that are designed to improve students social emotional academic and career development through one or both of the following:

- Creating a supportive positive identity safe and inclusive climate for students who are migratory or seasonal farm workers or immediate family members of such workers.
- Fostering partnerships, including across government agencies, (e.g., housing, human services, or employment agencies), local educational agencies, community-based organizations, adult learning providers, and postsecondary education institutions, to provide comprehensive services to students who are migratory or seasonal farm workers, or immediate family members of such workers to support students' social, emotional, mental health, and academic needs.

00:16:23.420 --> 00:16:24.520

Bentley-Memon, Millicent

Next slide please.

00:16:28.770 --> 00:16:32.710

Bentley-Memon, Millicent

How the Department evaluates the HEP competitive preference priorities

00:16:34.150 --> 00:16:41.110

Bentley-Memon, Millicent

Projects that are designed to address the following priorities will be considered for up to 15 additional points.

00:16:42.960 --> 00:16:46.050

Bentley-Memon, Millicent

Priority consideration of prior experience.

00:16:46.930 --> 00:16:59.640

Bentley-Memon, Millicent

The Secretary will consider the applicant's prior experience in implementing its expiring HEP project, based on information that includes the number of HEP participants served; the percentage of HEP participants exiting the program having received a High School Equivalency (HSE) diploma; the percentage of HSE diploma recipients who enter postsecondary education or training programs, upgraded employment, or the military; and the extent to which the applicant met administrative requirements.

00:17:28.050 --> 00:17:29.170

Bentley-Memon, Millicent

Next slide please.

00:17:34.930 --> 00:17:46.580

Bentley-Memon, Millicent

Here we have the CAMP priorities. There is one competitive preference priority in this CAMP competition, consideration of prior experience, just as there is in the HEP competition.

00:17:47.850 --> 00:17:54.370

Bentley-Memon, Millicent

Again, prior experience is from the Higher Education Act of 1965 as amended.

00:17:55.300 --> 00:18:05.320

Bentley-Memon, Millicent

Applicants that are administering a CAMP project are eligible to receive up to 15 additional points for prior experience of service delivery.

00:18:07.260 --> 00:18:13.470

Bentley-Memon, Millicent

These points are available to applicants who are in the expiring year of a previous project.

00:18:14.310 --> 00:18:17.010

Bentley-Memon, Millicent

The points are based on performance information.

00:18:17.860 --> 00:18:22.840

Bentley-Memon, Millicent

Not all points may be awarded. Up to 15 points may be awarded. It is a range.

00:18:24.330 --> 00:18:30.410

Bentley-Memon, Millicent

Projects that are expiring will be considered for additional points under competitive preference priority.

00:18:31.370 --> 00:18:41.910

Bentley-Memon, Millicent

Projects that are expiring means those current camp grantees in their final budget period that received their current CAMP award in fiscal year 2017.

00:18:43.420 --> 00:19:04.440

Bentley-Memon, Millicent

The Secretary will consider the applicant's prior experience in implementing its expiring CAMP project based on performance information. Again, the Secretary will consider the applicant's prior experience in implementing its expiring CAMP project based on performance information.

00:19:06.310 --> 00:19:15.090

Bentley-Memon, Millicent

Like HEP, there is one invitational priority in this CAMP competition: meeting student's social, emotional, and academic needs.

00:19:16.920 --> 00:19:30.050

Bentley-Memon, Millicent

For fiscal year 2022 and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is an invitational priority.

00:19:31.620 --> 00:19:57.900

Bentley-Memon, Millicent

Under 34 Code of Federal Regulations (CFR) 75.105(c)(1), we do not give an application that meets his Invitational priority a competitive or absolute preference over other applications. Again, we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

00:19:59.390 --> 00:20:04.650

Bentley-Memon, Millicent

The invitational priority is meeting students' social, emotional, and academic needs.

00:20:05.610 --> 00:20:15.070

Bentley-Memon, Millicent

Projects that are designed to improve students' social, emotional, academic, and career development through one or both of the following: (a) creating a supportive, positive, identity-safe, and inclusive climate for students who are migratory or seasonal farmworkers or immediate family members of such workers; b) fostering partnerships, including across government agencies, (e.g. housing, human services or employment agencies, local educational agencies, community based organizations, adult learning providers, and postsecondary education institutions) to provide comprehensive services to students who are migratory or seasonal farmworkers or immediate family members of such workers to support students' social, emotional, mental health, and academic needs.

00:21:07.650 --> 00:21:08.840

Bentley-Memon, Millicent

Next slide please.

00:21:12.690 --> 00:21:16.500

Bentley-Memon, Millicent

How the Department evaluates the CAMP competitive priority

00:21:17.640 --> 00:21:21.420

Bentley-Memon, Millicent

Projects that are designed to address the competitive priority will be considered for up to 15 additional points.

00:21:27.280 --> 00:21:30.460

Bentley-Memon, Millicent

Priority consideration of prior experience.

00:21:31.120 --> 00:21:50.630

Bentley-Memon, Millicent

The Secretary will consider the applicant's prior experience in implementing its expiring CAMP project based on information that includes the number of CAMP participants served; the percentage of CAMP participants completing the first academic year of their post-secondary program; the percentage of CAMP participants who, after completing the first academic year of college, continue their postsecondary education; and the extent to which the applicant met administrative requirements.

00:22:07.530 --> 00:22:08.650

Bentley-Memon, Millicent

Next slide please.

00:22:12.090 --> 00:22:18.930

Bentley-Memon, Millicent

The authorizing legislation and applicable regulations for HEP and CAMP are 20 U.S.C 1070d-2, the Higher Education Act of 1965 as amended, and program regulations.

00:22:28.700 --> 00:22:32.250

Bentley-Memon, Millicent

The Higher Education Act is commonly referred to as part of the HEA as amended.

00:22:36.470 --> 00:22:44.910

Bentley-Memon, Millicent

The text of that HEP and CAMP section of the HEA and the program regulations are included in the application.

00:22:52.130 --> 00:22:53.700

Bentley-Memon, Millicent

Estimated award amounts.

00:22:55.900 --> 00:23:09.760

Bentley-Memon, Millicent

The Administration has requested more than \$12,000,000.00 for new awards for HEP for fiscal year 2022 and more than \$13,000,000.00 for new awards for CAMP for fiscal 2022.

00:23:10.760 --> 00:23:15.830

Bentley-Memon, Millicent

The actual level of funding, if any, depends on final congressional action.

00:23:16.630 --> 00:23:25.390

Bentley-Memon, Millicent

However, we are inviting applications to allow enough time to complete the grant process if Congress appropriates funds for this program.

00:23:27.910 --> 00:23:40.700

Bentley-Memon, Millicent

Contingent upon the availability of funds and the quality of applications, we may make additional awards in subsequent years from the list of unfunded applications from this competition.

00:23:42.790 --> 00:23:47.090

Bentley-Memon, Millicent

Please note available funds and the anticipated new awards are estimates.

00:23:49.280 --> 00:24:00.240

Bentley-Memon, Millicent

The range of awards, estimated average size of awards, and minimum award in each year of the grants are shown on this slide and in the Notice Inviting Application.

00:24:01.890 --> 00:24:22.730

Bentley-Memon, Millicent

Please note that the best estimates are based on current continuation commitments for continuing HEP and CAMP grants, and according to the statute, we have to make at least 45% of funds to HEP and 45% to CAMP and award the remainder for HEP and CAMP based on the number, quality, and promise of the applications.

00:24:26.540 --> 00:24:27.540

Bentley-Memon, Millicent

Next slide please.

00:24:30.730 --> 00:24:32.670

Bentley-Memon, Millicent

Minimum and maximum awards.

00:24:34.420 --> 00:24:43.000

Bentley-Memon, Millicent

Please ensure that your application reflects a budget of at least \$180,000.00 in all of the 5 project years.

00:24:44.250 --> 00:24:54.300

Bentley-Memon, Millicent

Under Section 418A of the HEA, we are prohibited from making an award for less than the stated award amount.

00:24:55.800 --> 00:25:17.550

Bentley-Memon, Millicent

We will reject any application that proposes a HEP or CAMP award that is less than \$180,000.00 for any of the 5 single 12-month budget periods as reflected in the applicants' ED 524 budget form Section A submitted as a part of the project application.

00:25:18.590 --> 00:25:27.420

Bentley-Memon, Millicent

Please examine the math carefully, and be sure if someone else is filling out the budget form that they understand these requirements.

00:25:28.730 --> 00:25:46.390

Bentley-Memon, Millicent

We may reject any application that does not propose a 5-year project period as reflected on the applicants' ED 524 forms Section A and budget narrative form submitted as part of the application. In other words, please fill out your 524 form carefully.

00:25:47.360 --> 00:25:54.040

Bentley-Memon, Millicent

Please examine the math carefully, and be sure if someone else is filling out the form that they're aware of these requirements.

00:25:55.580 --> 00:25:56.660

Bentley-Memon, Millicent

Next slide please.

00:26:00.960 --> 00:26:02.390

Bentley-Memon, Millicent

Eligible entities.

00:26:03.510 --> 00:26:23.130

Bentley-Memon, Millicent

Eligible applicants to the HEP and CAMP programs are either institutions of higher education (IHEs) or private nonprofit organizations that planned their projects in cooperation with an IHE and proposed to operate the project with the facilities of the IHE.

00:26:24.550 --> 00:26:51.070

Bentley-Memon, Millicent

Please note that individual state education agencies and local education agencies are not considered eligible applicants again. Again, please note that individual state education agencies and local education agencies are not considered eligible applicants.

00:26:55.290 --> 00:26:56.400

Bentley-Memon, Millicent

Next slide please.

00:26:57.580 --> 00:26:58.480

Bentley-Memon, Millicent
Cost sharing.

00:26:59.110 --> 00:27:03.280

Bentley-Memon, Millicent
This program does not require cost sharing or matching funds.

00:27:04.340 --> 00:27:19.090

Bentley-Memon, Millicent
If you choose to include non-federal funds in the application, you must include the non-federal funds in section B of the ED Form 524 and include a description of the use of funds in the budget narrative.

00:27:20.030 --> 00:27:30.210

Bentley-Memon, Millicent
Please do remember if you propose non-federal matching funds and are awarded a grant, you must provide those funds for each year the funds are proposed.

00:27:35.470 --> 00:27:36.770

Bentley-Memon, Millicent
Next slide please.

00:27:38.430 --> 00:27:44.800

Bentley-Memon, Millicent
Here we have a short question break, and I'm going to turn it over to Ms. Jessica Stein to read the question.

00:27:46.090 --> 00:27:51.510

Stein, Jessica
Thank you, Millie. The question is: How early should I start my application?

00:27:54.170 --> 00:27:58.510

Bentley-Memon, Millicent
Thank you, Jessica. You should start the application as soon as possible. You are required to obtain several credentials before uploading your application to grants.gov. Obtaining these credentials (the DUNS number, Tax Identification Number, System for Award Management (SAM), certification, et cetera) can sometimes take weeks.

00:28:19.910 --> 00:28:22.960

Bentley-Memon, Millicent
The next topic is the application formatting.

00:28:23.820 --> 00:28:24.990

Bentley-Memon, Millicent
Next slide please.

00:28:28.060 --> 00:28:35.740

Bentley-Memon, Millicent

The Department recommends that applicants limit the application narrative to no more than 25 pages.

00:28:37.010 --> 00:28:40.860

Bentley-Memon, Millicent

The application narrative is where you address the selection criteria.

00:28:42.390 --> 00:29:03.170

Bentley-Memon, Millicent

The recommended page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; the one-page abstract; the resumes; the bibliography; or the letters of support.

00:29:03.810 --> 00:29:12.620

Bentley-Memon, Millicent

These appendices are separate from the application narrative and do not count towards the recommended 25-page length.

00:29:14.470 --> 00:29:31.810

Bentley-Memon, Millicent

Appendices should include the job descriptions, duties, and minimum qualifications for key personnel positions. Again, appendices should contain the job descriptions, duties, and minimum qualifications for key personnel positions.

00:29:32.920 --> 00:29:38.140

Bentley-Memon, Millicent

Provide resumes of key personnel in the attachment or appendices section.

00:29:44.250 --> 00:29:45.290

Bentley-Memon, Millicent

Next slide please.

00:29:47.930 --> 00:29:51.000

Bentley-Memon, Millicent

Recommended formatting of project narratives and abstracts.

00:29:52.410 --> 00:30:01.490

Bentley-Memon, Millicent

The application narrative is where you, the applicants, address the selection criteria that readers use to evaluate your application.

00:30:02.580 --> 00:30:09.990

Bentley-Memon, Millicent

As stated in the NIAs, the Department recommends that applicants adhere to the following formatting recommendations. A page is 8.5 by 11 inches, on one side only, with one-inch margins at the top, bottom, and both sides. Double space (no more than 3 lines per vertical inch) all text in the application

narrative. Again, double space all text in the application narrative. Use a font that is either 12 point or larger or no smaller than 10 pitch. That's characters per inch. Use one of the fonts shown on this slide.

00:30:46.010 --> 00:30:51.870

Bentley-Memon, Millicent

And on the next slide, we will provide the specifics of how to submit your application.

00:30:57.930 --> 00:31:22.220

Bentley-Memon, Millicent

Before you submit, register for SAM. This is an extremely important first step that we advise you to begin as soon as possible. Please register for SAM, the System for Award Management registry. It may take approximately one week to complete SAM registration, and it could take upwards of several weeks to complete depending upon the data entered into the same database by an applicant.

00:31:23.300 --> 00:31:40.760

Bentley-Memon, Millicent

You may begin working on your application while completing the registration process. You cannot submit an application until all of the registration steps are complete. Again, you cannot submit an application until all of the registration steps are complete.

00:31:42.300 --> 00:31:54.760

Bentley-Memon, Millicent

Once SAM registration is active, it may take 24 to 48 hours for information to be available in grants.gov and before you can submit an application through grants.gov.

00:31:56.660 --> 00:32:01.280

Bentley-Memon, Millicent

Please note your organization will need to update its SAM registration annually.

00:32:02.070 --> 00:32:25.290

Bentley-Memon, Millicent

Information about SAM is available on www.sam.gov, so we recommend that you start this process as soon as possible. We do not provide exemptions or exceptions because of late SAM registration. Again, we do not provide exemptions or exceptions because of late SAM registration.

00:32:31.450 --> 00:32:45.180

Bentley-Memon, Millicent

Before you submit DUNS numbers. Before you submit your application, you will also need a DUNS (Data Universal Numbering System Number). Obtain this from Dun and Bradstreet. It can be created within one business day.

00:32:46.370 --> 00:32:56.960

Bentley-Memon, Millicent

You must provide a DUNS number on your application that was used when you registered as an authorized organization representative (AOR) on grants.gov.

00:32:58.150 --> 00:33:02.210

Bentley-Memon, Millicent

This is typically the same number used when your organization registered with SAM (formerly CCR central contract registry if you're familiar with that).

00:33:08.450 --> 00:33:27.050

Bentley-Memon, Millicent

If you did not enter the same DUNS number on your application as the DUNS you registered with, grants.gov will reject your application. Again, if you do not enter the same DUNS number on your application as the DUNS you registered with, grants.gov will reject your application.

00:33:29.610 --> 00:33:40.790

Bentley-Memon, Millicent

Next slide please. Finally, you have a TIN (Tax Identification Number). This is obtained from the IRS. A new TIN can take 2 to 5 weeks to become active.

00:33:42.350 --> 00:33:50.800

Bentley-Memon, Millicent

Please note that we are not specialists in these topics of SAM registration, DUNS numbers, and TINS. We just want to provide a reminder.

00:33:51.450 --> 00:34:00.110

Bentley-Memon, Millicent

You must have these items to submit your application in grants.gov. You should check and make sure you have these items. If you do not, please start acquiring them now.

00:34:01.130 --> 00:34:05.530

Bentley-Memon, Millicent

Please find details about all items in the NIAs and applications.

00:34:11.330 --> 00:34:12.630

Bentley-Memon, Millicent

Application submission.

00:34:13.700 --> 00:34:36.270

Bentley-Memon, Millicent

Applicants are required to follow the common instructions for applicants for Department of Education Discretionary Grant Programs published in the Federal Register on February 13, 2019 and available at the link shown on this slide as well as in the Notice Inviting Applications, which contains information on how to submit the application.

00:34:38.080 --> 00:34:55.230

Bentley-Memon, Millicent

Applicants are also required to follow 34 Code of Federal Regulations 206.20. What must be included in an application available at the link shown on this slide and in the Notice Inviting Applications.

00:34:58.810 --> 00:34:59.850

Bentley-Memon, Millicent

Next slide please.

00:35:01.540 --> 00:35:08.490

Bentley-Memon, Millicent

If you are not already familiar with grants.gov. This is the system the federal government uses to receive grant applications.

00:35:10.010 --> 00:35:27.870

Bentley-Memon, Millicent

To submit to grants.gov, you must: 1) be designated by your organization as an authorized organization representative (AOR) and 2) register yourself with grants.gov as an AOR.

00:35:29.510 --> 00:35:33.110

Bentley-Memon, Millicent

Register early. Maybe even today if you have not already.

00:35:34.130 --> 00:35:40.430

Bentley-Memon, Millicent

After submitting an application, the applicant receives a tracking number as confirmation of receipt.

00:35:48.100 --> 00:35:50.220

Bentley-Memon, Millicent

Grants.gov submission continued.

00:35:51.620 --> 00:35:56.950

Bentley-Memon, Millicent

The application contains directions about submitting through grants.gov. Please read it carefully.

00:35:58.260 --> 00:36:03.030

Bentley-Memon, Millicent

After you have registered, you will be able to download the application package.

00:36:04.070 --> 00:36:19.610

Bentley-Memon, Millicent

Do not email any of the Office of Migrant Education staff an electronic copy of your grant application. Again, please do not email any of the Office of Migrant Education staff an electronic copy of your grant application.

00:36:20.480 --> 00:36:26.520

Bentley-Memon, Millicent

Please carefully review the sections on file types and file naming that are in the application.

00:36:27.740 --> 00:36:31.890

Bentley-Memon, Millicent

You may also submit Microsoft Word documents. However, we do not recommend it.

00:36:33.230 --> 00:36:36.700

Bentley-Memon, Millicent

Please look at all of the instructions in the applications.

00:36:41.120 --> 00:36:47.020

Bentley-Memon, Millicent

Grants.gov. This is a screenshot of grants.gov applicant help page with web address.

00:36:47.720 --> 00:36:53.860

Bentley-Memon, Millicent

Review the training resources on the website included here. It will walk you through each step of the process.

00:37:00.370 --> 00:37:18.560

Bentley-Memon, Millicent

Here's the funding opportunities numbers. Although you can find the grant by doing a keyword search on grants.gov on migrant, the more direct route is to search by the funding opportunity number. Again, although you can find the grant by doing a keyword search in grants.gov on migrant, the more direct route is to search by the funding opportunity number, which is shown on this slide.

00:37:27.150 --> 00:37:33.720

Bentley-Memon, Millicent

Next, I'm going to turn it over to Jessica to show this slide regarding the grants.gov contact center.

00:37:34.960 --> 00:37:50.860

Stein, Jessica

Thank you, Millie. Please note that the best way to get help with grants.gov is to go directly to the source. Please call this number on the slide or email this mailbox with any grants.gov questions or issues.

00:37:54.490 --> 00:37:55.770

Bentley-Memon, Millicent

Thanks very much, Jessica.

00:37:56.900 --> 00:38:01.870

Bentley-Memon, Millicent

And next, we have a question break, and I'm going to turn it back over to Jessica to read the question.

00:38:02.550 --> 00:38:03.540

Stein, Jessica

Thank you.

00:38:04.570 --> 00:38:12.940

Stein, Jessica

Our first question is: Can sections that will take a considerable amount of space in the narrative be addressed in tables?

00:38:15.220 --> 00:38:20.910

Bentley-Memon, Millicent

Thanks, Jessica. So, in general, tables are not appropriate for a narrative.

00:38:21.740 --> 00:38:35.660

Bentley-Memon, Millicent

Tables are appropriate to display quantitative data or a combination of quantitative and qualitative data (e.g., a table of project specific objectives with numerical targets). Moreover, narratives displayed in tables may be confusing to readers and result in a negative score.

00:38:44.770 --> 00:38:47.050

Bentley-Memon, Millicent

Jessica can you read the second question please?

00:38:47.950 --> 00:38:53.720

Stein, Jessica

Yes, why was my application package rejected by the grants.gov system?

00:38:54.470 --> 00:38:59.300

Bentley-Memon, Millicent

Thank you. Here are 5 common reasons an application may be rejected.

00:39:00.420 --> 00:39:05.660

Bentley-Memon, Millicent

1) The DUNS number of the submitter does not match the DUNS number on the application. 2) A virus was detected in a file attachment. 3) Attachments do not follow the proper naming convention (50 characters or less; no spaces; no special characters, including periods, blank marks, blank spaces, and accent marks). Special characters may not be used within the application form fields. Again, special characters may not be used within the application form fields. 4) The application was submitted after the deadline for receiving applications. 5) The submitter does not have an authorized grants.gov applicant registration. These are reasons that are common reasons that an application package might be rejected by grants.gov.

00:40:01.050 --> 00:40:01.670

Bentley-Memon, Millicent

Next slide.

00:40:02.670 --> 00:40:04.600

Bentley-Memon, Millicent

This is about the selection criteria.

00:40:05.520 --> 00:40:11.020

Bentley-Memon, Millicent

The award selection criteria determine the order and organization of your project narrative.

00:40:11.780 --> 00:40:29.380

Bentley-Memon, Millicent

Readers will use the information in all sections of the application toward points for relevant selection criteria responses. Again, readers will use the information in all sections of the application to award points for relevant selection criteria responses.

00:40:35.960 --> 00:40:39.760

Bentley-Memon, Millicent

These are the points available for each of the 5 selection criteria.

00:40:40.780 --> 00:40:44.040

Bentley-Memon, Millicent

We will go over each one in more detail in a moment.

00:40:45.060 --> 00:40:53.780

Bentley-Memon, Millicent

Remember: your project narrative should be organized in this way. You must address all sub-criteria in the corresponding criteria.

00:40:55.360 --> 00:41:03.390

Bentley-Memon, Millicent

Also, notice that some of the maximum points available may be different than in past years' competitions because of some changes to the selection criteria.

00:41:06.690 --> 00:41:07.730

Bentley-Memon, Millicent

Next slide please.

00:41:13.180 --> 00:41:14.450

Bentley-Memon, Millicent

Need for project.

00:41:15.350 --> 00:41:18.080

Bentley-Memon, Millicent

The first selection criterion is the need for the project.

00:41:18.910 --> 00:41:24.400

Bentley-Memon, Millicent

Applicants are free to interpret all of the selection criteria as you see fit.

00:41:25.010 --> 00:41:30.610

Bentley-Memon, Millicent

But within the context of the statute and regulations and purpose of the programs.

00:41:31.680 --> 00:41:36.850

Bentley-Memon, Millicent

Please refer to the application for guidance. It's important to read the details of each selection criterion.

00:41:38.720 --> 00:41:48.090

Bentley-Memon, Millicent

One important note for this section that we wanted to share with you is that magnitude of need does not necessarily mean pure numbers.

00:41:48.750 --> 00:42:07.330

Bentley-Memon, Millicent

In other words, a project proposing to serve 100 students may not necessarily score higher than a project proposing to serve 50 if the second project adequately describes the magnitude of need in the context of that project.

00:42:09.380 --> 00:42:13.560

Bentley-Memon, Millicent

Need for the project. The Secretary considers the need for the proposed project.

00:42:17.720 --> 00:42:18.360

Bentley-Memon, Millicent

Next slide.

00:42:22.480 --> 00:42:24.090

Bentley-Memon, Millicent

Quality of project design.

00:42:24.800 --> 00:42:29.380

Bentley-Memon, Millicent

The Secretary considers the quality of the design of the proposed project.

00:42:30.870 --> 00:42:38.490

Bentley-Memon, Millicent

In determining the quality of the design of the proposed project, the Secretary considers the following factors shown on this slide.

00:42:39.890 --> 00:42:47.950

Bentley-Memon, Millicent

The extent to which the goals objectives and outcomes to be achieved by the proposed project are clearly specified and measurable.

00:42:49.060 --> 00:42:59.550

Bentley-Memon, Millicent

The extent to which the design of the proposed project is appropriate to and will successfully address the needs of the target population or other identified needs.

00:43:00.940 --> 00:43:11.680

Bentley-Memon, Millicent

The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

00:43:12.910 --> 00:43:21.180

Bentley-Memon, Millicent

The extent to which the proposed project demonstrates a rationale as defined in 34 CFR 77.1(c).

00:43:23.600 --> 00:43:24.720

Bentley-Memon, Millicent

Next slide please.

00:43:28.940 --> 00:43:37.070

Bentley-Memon, Millicent

Quality of Project Services. The Secretary considers the quality of the services to be provided by the proposed project.

00:43:37.830 --> 00:44:01.610

Bentley-Memon, Millicent

In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

00:44:03.220 --> 00:44:17.110

Bentley-Memon, Millicent

In addition, the Secretary considers the following factors: the extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services, the extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services, and the likely impact of the services to be provided by the proposed project on the intended recipients of those services.

00:44:43.910 --> 00:44:46.120

Bentley-Memon, Millicent

Quality of project personnel.

00:44:47.680 --> 00:44:52.760

Bentley-Memon, Millicent

Please note that applicants may address this criterion in any way that is reasonable.

00:44:53.810 --> 00:45:07.470

Bentley-Memon, Millicent

Given the purpose of HEP and CAMP projects, the applicant may want to consider the staff's sensitivity and understanding of the unique characteristics and needs of the migratory and seasonal farmworker population.

00:45:09.440 --> 00:45:16.100

Bentley-Memon, Millicent

Quality of project personnel. The Secretary considers the quality of the personnel that will carry out the proposed project.

00:45:17.510 --> 00:45:36.450

Bentley-Memon, Millicent

In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

00:45:37.560 --> 00:45:45.480

Bentley-Memon, Millicent

In addition, the Secretary considers the qualifications, including relevant training and experience of key project personnel.

00:45:49.470 --> 00:45:50.590

Bentley-Memon, Millicent

Next slide please.

00:45:55.020 --> 00:45:56.700

Bentley-Memon, Millicent

Adequacy of resources.

00:45:57.850 --> 00:46:25.300

Bentley-Memon, Millicent

When addressing this criterion, please note that applicants may want to consider including the information in EDGAR section 206.20(d)(2), which requires applicants to develop and implement a plan for identifying and using the resources of the participating institution of higher education and the community to supplement and enhance the services provided by the project.

00:46:26.940 --> 00:46:43.830

Bentley-Memon, Millicent

Please note that, if some of these resources are provided through non-federal funds, you must still address them here, and furthermore, you must address them in the project budget narrative that explains how you will use both federal and non-federal funds.

00:46:44.620 --> 00:47:02.590

Bentley-Memon, Millicent

Again, if some of these resources are provided through non-federal funds, you must still address them here in this section, and furthermore, you must address them in the budget narrative that explains how you will use both federal and non-federal funds.

00:47:03.380 --> 00:47:06.260

Bentley-Memon, Millicent

We'll discuss this when we discuss application instructions.

00:47:11.340 --> 00:47:14.770

Bentley-Memon, Millicent

Next, we have quality of project evaluation.

00:47:17.060 --> 00:47:27.070

Bentley-Memon, Millicent

The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

00:47:28.720 --> 00:47:39.020

Bentley-Memon, Millicent

The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

00:47:40.410 --> 00:47:49.230

Bentley-Memon, Millicent

The extent to which the methods of evaluation will, if well implemented, produce promising evidence about the project's effectiveness.

00:47:51.460 --> 00:48:03.400

Bentley-Memon, Millicent

Please note that a strong evaluation plan should be included in the application narrative and should be used as appropriate to shape the development of the project from the beginning of the grant period.

00:48:04.710 --> 00:48:20.710

Bentley-Memon, Millicent

The plan should include benchmarks to monitor progress towards specific project objectives and also outcome measures to assess the impact on teaching and learning or other important outcomes for project participants.

00:48:22.860 --> 00:48:35.810

Bentley-Memon, Millicent

More specifically, the plan should identify the individuals and/or organizations that have agreed to serve as an evaluator for the project and describe the qualifications of that evaluator.

00:48:36.930 --> 00:48:41.040

Bentley-Memon, Millicent

As always, please refer to the application for details.

00:48:42.800 --> 00:48:49.090

Bentley-Memon, Millicent

Please note factor 3 here, which may be new to you in terms of the HEP and CAMP competitions.

00:48:51.400 --> 00:48:57.240

Bentley-Memon, Millicent

Please note the promising evidence reference, which will be discussed further by Dr. Sandy Toro.

00:49:03.940 --> 00:49:06.180

Bentley-Memon, Millicent

And with that, I'd like to turn it over to Sandy.

00:49:07.320 --> 00:49:08.150

Toro, Sandra

Thank you, Millie.

00:49:09.840 --> 00:49:40.800

Toro, Sandra

Use of evidence. A logic model, which we'll discuss further in a few slides, helps communicate the program to people outside the program in a concise and compelling way. Another benefit of utilizing a logic model is that it sets the larger stage for understanding how the different levels are being used in this competition. You have evidence upon entry, which is when you've identified a key component in your project that you hypothesize to be critical to achieving the relevant outcomes.

00:49:45.250 --> 00:49:54.500

Toro, Sandra

Exit evidence describes the theoretical and operational relationships among the key project components and relevant outcomes.

00:49:55.630 --> 00:50:04.730

Toro, Sandra

This helps with making connections between the activities or strategies you're using and the outcomes you plan to measure in your evaluation.

00:50:05.900 --> 00:50:25.060

Toro, Sandra

When writing your applications, we expect to see evidence at the “demonstrates a rational” level in the design of your project entry, and we expect to see you evaluate your projects such that you can build evidence around project components at the “promising evidence” level.

00:50:26.150 --> 00:50:26.660

Toro, Sandra

Exit.

00:50:28.210 --> 00:50:29.290

Toro, Sandra

Next slide please.

00:50:31.730 --> 00:50:53.540

Toro, Sandra

Evidence definitions. Remember: there are 4 evidence levels ranging from the most rigorous strong evidence, which requires an experimental study to meet to the least rigorous, which is basically a theory of action with some research behind it and a commitment to continue to investigate its effectiveness.

00:50:54.970 --> 00:51:01.320

Toro, Sandra

There are 2 ways for an activity, strategy, or intervention to be considered evidence based.

00:51:02.270 --> 00:51:07.310

Toro, Sandra

1) It can demonstrate a statistically significant effect in a study.

00:51:08.360 --> 00:51:12.580

Toro, Sandra

2) It can demonstrate a rationale for its likely effect.

00:51:13.920 --> 00:51:17.440

Toro, Sandra

There are 3 ways to demonstrate a significant effect.

00:51:18.210 --> 00:51:21.040

Toro, Sandra

Strong evidence from an experimental study.

00:51:21.860 --> 00:51:25.180

Toro, Sandra

Moderate evidence from a quasi-experimental study.

00:51:26.220 --> 00:51:28.990

Toro, Sandra

Or promising evidence from a correlational study.

00:51:31.050 --> 00:51:32.520

Toro, Sandra

Demonstrates a rationale.

00:51:33.810 --> 00:51:41.180

Toro, Sandra

Strategies based on high quality research findings and ongoing effort to evaluate the strategy.

00:51:43.700 --> 00:51:44.870

Toro, Sandra

Next slide please.

00:51:46.940 --> 00:51:48.520

Toro, Sandra

Demonstrates a rationale.

00:51:49.740 --> 00:52:06.350

Toro, Sandra

To demonstrate a rationale means that a key project component included in the project's logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes.

00:52:08.180 --> 00:52:09.270

Toro, Sandra

Next slide please.

00:52:11.040 --> 00:52:12.410

Toro, Sandra

What is a logic model?

00:52:13.900 --> 00:52:36.700

Toro, Sandra

Logic model, also referred to as theory of action, means a well-specified conceptual framework that identifies key components of the proposed process, product, strategy, or practice. For example, the active ingredients that are hypothesized to be critical to achieving the relevant outcomes.

00:52:38.020 --> 00:52:45.610

Toro, Sandra

And describes the relationships among the key components and outcomes theoretically and operationally.

00:52:46.600 --> 00:53:00.960

Toro, Sandra

Further, from EDGAR, a logic model means a well-specified conceptual framework that identifies key components of the proposed process, product, strategy, or practice.

00:53:01.630 --> 00:53:08.260

Toro, Sandra

And describes the relationships among the key components and outcomes.

00:53:09.280 --> 00:53:10.330

Toro, Sandra

Next slide please.

00:53:13.430 --> 00:53:15.550

Toro, Sandra

Components of a program logic model.

00:53:17.050 --> 00:53:19.480

Toro, Sandra

These are the basic components of a logic model.

00:53:20.440 --> 00:53:24.780

Toro, Sandra

To review, the components are 1) resources.

00:53:25.560 --> 00:53:32.760

Toro, Sandra

These are the materials to create the program, implement its activities, and attain desired outputs and outcomes.

00:53:33.650 --> 00:53:44.210

Toro, Sandra

Examples include material or non-material resources such as facilities, funding, curricula, and community support and time.

00:53:45.330 --> 00:53:47.420

Toro, Sandra

2) Activities.

00:53:48.410 --> 00:53:56.110

Toro, Sandra

These are the processes, actions, and events through which the program resources attain the intended outcomes.

00:53:57.230 --> 00:54:06.990

Toro, Sandra

In other words, they are the steps for program implementation. Examples include conducting training and analyzing student data.

00:54:08.440 --> 00:54:10.250

Toro, Sandra

3) Outputs.

00:54:11.430 --> 00:54:28.370

Toro, Sandra

Process-oriented results or products of the program typically expressed in numbers, such as number of students tested or number of teachers or parents trained. They don't tell you if a change occurred from the program.

00:54:29.730 --> 00:54:30.480

Toro, Sandra

4) Impacts on outcomes.

00:54:33.470 --> 00:54:48.110

Toro, Sandra

These include long-term outcomes and represent changes in program participants' knowledge, beliefs, or behavior such as higher achievement rates, higher graduation rates, and higher college acceptance rates.

00:54:49.350 --> 00:55:05.980

Toro, Sandra

One can see how these components correspond to selection criteria in the HEP and CAMP competition not only in the categories of adequacy of resources, project design, and project evaluation, but also in management plan and services.

00:55:07.250 --> 00:55:08.100

Toro, Sandra

Next slide please.

00:55:11.030 --> 00:55:12.330

Toro, Sandra

Promising evidence.

00:55:13.570 --> 00:55:32.010

Toro, Sandra

Promising evidence means there is empirical evidence to support the theoretical linkages between at least one critical component and at least one relevant outcome presented in the logic model for the proposed process, product, strategy, or practice.

00:55:33.410 --> 00:55:37.500

Toro, Sandra

There are regulatory definitions for phrases in promising evidence.

00:55:38.160 --> 00:55:43.580

Toro, Sandra

Correlational study, quasi-experimental study, experimental study.

00:55:44.860 --> 00:55:51.310

Toro, Sandra

It might be helpful to distinguish the difference between demonstrates a rationale and promising evidence.

00:55:52.520 --> 00:55:56.190

Toro, Sandra

When applicants are discussing demonstrates rationale (that is, the theory of action for their entire project), using a logic model to help describe why they designed it in the way they did.

00:56:06.640 --> 00:56:11.820

Toro, Sandra

Demonstrates a rationale does not require any evidence as an input.

00:56:13.360 --> 00:56:20.740

Toro, Sandra

In the section describing promising evidence, we expect to see applicants describe how they will design a study based on at least one critical component and one relevant outcome in their logic model that meets the definitions described above.

00:56:31.340 --> 00:56:35.050

Toro, Sandra

In this case, evidence is the desired output.

00:56:36.790 --> 00:56:37.880

Toro, Sandra

Next slide please.

00:56:41.090 --> 00:56:42.620

Toro, Sandra

Building the evidence base.

00:56:43.920 --> 00:57:07.970

Toro, Sandra

Hopefully, after searching through the What Works Clearinghouse, you see that there are some opportunities to identify evidence-based strategies that are relevant to your work, but there are very few tied specifically to migratory students. You have an opportunity, through your evaluation, to help build the evidence base for services addressing these students.

00:57:09.060 --> 00:57:22.310

Toro, Sandra

These are some of the key terms from the promising evidence definition. Understanding them will help you understand how to design your evaluation to build the evidence base for your work.

00:57:23.680 --> 00:57:30.030

Toro, Sandra

A correlational study looks at the relationship between an intervention and an outcome.

00:57:31.040 --> 00:57:56.900

Toro, Sandra

This type of study shows how outcomes may vary with the receipt of the intervention, and note that intervention is a general term that can refer to any critical component of a project as well as a group of critical components. An intervention can be a process. Product, strategy, practice, program, or policy.

00:57:58.260 --> 00:58:16.040

Toro, Sandra

Statistical controls for selection bias are the methods researchers use to compare subjects, such as students who are similar except one group, the treatment group, received the intervention and another group, the comparison group, did not.

00:58:17.840 --> 00:58:29.680

Toro, Sandra

The risk of selection bias is a concern because, if the groups being compared aren't similar, then differences between the groups might not be due to the intervention but to something else.

00:58:31.470 --> 00:58:32.560

Toro, Sandra

Next slide please.

00:58:35.280 --> 00:58:50.030

Toro, Sandra

Merely tracking the students participating in your intervention isn't enough in an evaluation. From the first study design, it appears that our intervention was successful as shown in design A.

00:58:51.020 --> 00:59:05.590

Toro, Sandra

However, with the comparison group, we can see that the students who didn't receive the intervention actually did better overall. The comparison group lets you realize that your intervention is not as good as you'd hoped.

00:59:07.470 --> 00:59:08.400

Toro, Sandra

Next slide please.

00:59:10.780 --> 00:59:12.740

Toro, Sandra

Additional technical assistance.

00:59:13.990 --> 00:59:41.080

Toro, Sandra

If you would like more information about demonstrates a rationale and promising evidence, you may visit the National Center for Education Evaluation and Regional Assistance (NCEE) website, which gives technical assistance on both topics. Through the NCEE, you'll find resources available at What Works Clearinghouse, regional educational laboratories, evaluation studies, and Education Resources Information Center.

00:59:46.050 --> 00:59:58.400

Toro, Sandra

You may also view HEP and CAMP technical assistance resources available on the HEP and CAMP websites identified on the last slide of this presentation, and now, I'll turn it back to Millie.

01:00:04.500 --> 01:00:05.820

Bentley-Memon, Millicent

Thank you very much, Sandy.

01:00:07.250 --> 01:00:09.800

Bentley-Memon, Millicent

Other factors in selecting awards.

01:00:11.410 --> 01:00:33.780

Bentley-Memon, Millicent

I would like to note that, in reviewing applications in any discretionary grant competition, the Secretary may consider the past performance of the applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. Again, I would like to note that when reviewing applications in any discretionary grant competition, the Secretary may consider the past performance of the applicant in carrying out a previous award such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions.

01:00:55.550 --> 01:01:05.880

Bentley-Memon, Millicent

The Secretary may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

01:01:07.410 --> 01:01:27.010

Bentley-Memon, Millicent

In addition, in making a competitive grant award, the Secretary also requires various assurances, including those applicable to federal civil rights law that prohibits discrimination in programs or activities receiving federal financial assistance from the Department of Education.

01:01:28.590 --> 01:01:35.060

Bentley-Memon, Millicent

The Secretary may impose special conditions on a grant if the applicant or grantee is not financially stable, has a history of unsatisfactory performance, has a financial or other management system that does not meet the standards in the uniform guidance of EDGAR as applicable, has not fulfilled the conditions of a prior grant, or is otherwise not responsible.

01:01:55.930 --> 01:02:09.810

Bentley-Memon, Millicent

Please remember that information submitted in response to the scoring criteria should be specific to your community and should not be identical or substantially similar to other applications.

01:02:10.730 --> 01:02:17.960

Bentley-Memon, Millicent

Identical or substantially similar applications are not responsive to the scoring criteria.

01:02:23.010 --> 01:02:25.010

Bentley-Memon, Millicent

Here are some award factors continued.

01:02:25.700 --> 01:02:34.020

Bentley-Memon, Millicent

The Secretary may impose special conditions on a grant if the applicant or grantee is not financially stable, has a history of unsatisfactory performance, has a financial or other management system that does not meet the standards in the Uniform Guidance of EDGAR as applicable, has not fulfilled the conditions of a prior grant, or is otherwise not responsible.

01:02:59.640 --> 01:03:02.110

Bentley-Memon, Millicent

Geographic distribution and remainder funds.

01:03:02.760 --> 01:03:16.110

Bentley-Memon, Millicent

Because the HEP and CAMP programs may receive more than \$40,000,000.00 appropriation in fiscal year 2022, there are 2 additional factors that may affect the number and distribution of grants.

01:03:17.350 --> 01:03:35.330

Bentley-Memon, Millicent

The first is that, after awarding 45% of the appropriated funds to the HEP and CAMP programs each, the US Department of Education will award the remainder of the available funds to HEP or CAMP projects based on the number, quality, and promise of the applications.

01:03:36.790 --> 01:03:47.090

Bentley-Memon, Millicent

The second is that, in making awards under this grant program, the Secretary may take into consideration the need for geographic distribution of projects when making awards.

01:03:50.310 --> 01:03:51.040

Bentley-Memon, Millicent

Next slide please.

01:03:51.980 --> 01:04:10.520

Bentley-Memon, Millicent

When evaluating a potentially overserved or underserved geographic region, the Secretary may consider factors such as migratory or seasonal farmworker population data for a state or region; approximate distance between current and proposed projects; the type of entity of the current or proposed project such as private nonprofit organization, 2-year institution of higher education, 4-year institution of higher education, et cetera; and the number of students proposed to be served by the current or proposed HEP or CAMP project.

01:04:39.050 --> 01:04:44.440

Bentley-Memon, Millicent

Next, I'd like to turn it over to Sandy to talk about GPRA performance and results.

01:04:45.580 --> 01:04:46.360

Toro, Sandra

Thank you, Millie.

01:04:47.670 --> 01:04:51.560

Toro, Sandra

Government Performance and Results Act targets: HEP.

01:04:52.790 --> 01:04:59.260

Toro, Sandra

The Government Performance and Results Act (GPRA) requires annual targets for federal programs.

01:05:00.050 --> 01:05:10.100

Toro, Sandra

In HEP, the target for GPRA 1 (HSE attainment) is 69% and GPRA 2 (placement) is 80%.

01:05:11.130 --> 01:05:36.890

Toro, Sandra

GPRA 1 is the key GPRA measure that is reported to Congress for HEP program success, and this measure is dependent upon projects serving the number of participants they expect to serve in their applications. If a project does not serve at least the number of HEP participants that it expects in its application, then the chance of meeting the GPRA one target is diminished.

01:05:37.720 --> 01:05:47.940

Toro, Sandra

GPRA 1 is calculated by dividing the number of HSE attainers by the number of HEP participants minus the number of HEP persisters.

01:05:49.570 --> 01:05:59.710

Toro, Sandra

GPRA 2 (placement) is calculated by dividing the number of HSE attainers who received placement by the number of HSE attainers.

01:06:00.910 --> 01:06:07.640

Toro, Sandra

Projects are encouraged to set targets equal to or higher than the national targets.

01:06:09.230 --> 01:06:10.210

Toro, Sandra

Next slide please.

01:06:14.050 --> 01:06:17.750

Toro, Sandra

Government Performance and Results Act targets (CAMP).

01:06:19.100 --> 01:06:32.080

Toro, Sandra

The Government Performance and Results Act (GPRA) requires annual targets for federal programs. In CAMP, the target for GPRA 1 (first year completion) is 86%.

01:06:32.780 --> 01:06:39.960

Toro, Sandra

And GPRA 2 (first year completers continuing their postsecondary education) is 92%.

01:06:41.050 --> 01:07:04.090

Toro, Sandra

If a project does not serve at least the number of CAMP participants that it expects in its application, then the chance of meeting the GPRA 1 target is diminished. GPRA 1 is calculated by dividing the number of first academic year completers by the number of CAMP participants minus the number of CAMP persisters.

01:07:05.670 --> 01:07:17.830

Toro, Sandra

GPRA 2 is calculated by dividing the number of CAMP first academic year completers who continued by the number of CAMP first academic year completers.

01:07:19.290 --> 01:07:24.820

Toro, Sandra

Projects are encouraged to set targets equal to or higher than the national targets.

01:07:25.910 --> 01:07:45.040

Toro, Sandra

And applicants are encouraged to look at the eligibility requirements for CAMP students in the regulations. For example, full-time enrollment and the APR, or annual performance report, for information on the standards for first year completion by CAMP students.

01:07:46.390 --> 01:07:47.620

Toro, Sandra

Next slide please.

01:07:49.990 --> 01:07:51.380

Toro, Sandra

Project objectives.

01:07:52.570 --> 01:07:56.810

Toro, Sandra

GPRA measures our core objectives that apply to all grantees.

01:07:57.870 --> 01:08:14.020

Toro, Sandra

If you'll recall from the slide we discussed at the beginning when we talked about the purposes of the program, projects may also establish their own goals and objectives within the scope of the programs authorizing legislation and regulations.

01:08:15.200 --> 01:08:20.770

Toro, Sandra

GPRA measures may not address all the needs that you have identified for your project.

01:08:21.860 --> 01:08:27.310

Toro, Sandra

There's no minimum or maximum for the number of project objectives you propose.

01:08:28.210 --> 01:08:50.440

Toro, Sandra

However, you need to be mindful you'll be in competition with others, and you will be held to implementing and reporting everything you propose. Specifically, you'll be reporting on your project's objectives, GPRA's, and other data within an interim performance report and an annual performance report.

01:08:52.750 --> 01:08:53.800

Toro, Sandra

Next slide please.

01:08:55.990 --> 01:08:56.930

Toro, Sandra

Reporting.

01:08:58.100 --> 01:08:59.300

Toro, Sandra

Interim reports.

01:09:00.000 --> 01:09:08.900

Toro, Sandra

The first report a grantee will have to submit is due in January or early February in the year following the award of the grant.

01:09:10.250 --> 01:09:15.380

Toro, Sandra

An interim performance report is a lighter version of the annual performance report.

01:09:16.140 --> 01:09:34.560

Toro, Sandra

Grantees will report on their performance from July 1 to the end of December or January of the budget period, and this report is due in January or early February of the budget period. This report is used for determining continuation awards.

01:09:36.250 --> 01:09:47.000

Toro, Sandra

Projects are expected to make substantial progress toward their GPRA goals during the first year of the award and demonstrated in each project's annual performance report.

01:09:47.950 --> 01:09:51.390

Toro, Sandra

Therefore, there's no planning year that projects may have.

01:09:52.530 --> 01:09:59.040

Toro, Sandra

A final performance report is due at the end of the project, and now, I'll turn it over to Jessica.

01:10:03.620 --> 01:10:14.010

Stein, Jessica

Thank you, Sandy. So now we have reached a question break, and the question is: Can the applicant refer to information in another part of the application?

01:10:15.870 --> 01:10:17.870

Bentley-Memon, Millicent

Thank you, Jessica, and thank you, Sandy.

01:10:18.520 --> 01:10:32.550

Bentley-Memon, Millicent

The answer to this question is yes. The applicant can refer to information found in another part of the application. Readers will be instructed to consider all information contained within the application.

01:10:38.010 --> 01:10:41.270

Bentley-Memon, Millicent

These next slides show the parts of the application.

01:10:42.550 --> 01:10:46.670

Bentley-Memon, Millicent

In grants.gov, these are the separate parts of the application.

01:10:47.540 --> 01:10:52.400

Bentley-Memon, Millicent

To keep things moving, I will just note these parts on this slide and the next 2 slides.

01:10:53.510 --> 01:11:00.380

Bentley-Memon, Millicent

There's Part 1: Preliminary Documents, Part 2: Budget Information, Part 3: ED Abstract Form, Part 4: Project Narrative Attachment Form, Part 5: Budget Narrative Attachment Form.

01:11:13.450 --> 01:11:14.630

Bentley-Memon, Millicent

Next slide please.

01:11:17.670 --> 01:11:25.310

Bentley-Memon, Millicent

There's also Part 6: Other Attachments Form and then Part 7: Assurances and Certifications.

01:11:32.880 --> 01:11:50.080

Bentley-Memon, Millicent

Here are the parts of the application further continued. Please note that Part 7: Assurances and Certifications is further continued on this slide. You will see additional assurances under Part 7 and then Part 8 is Intergovernmental Review.

01:11:55.040 --> 01:11:58.690

Bentley-Memon, Millicent
Next, the form ED 524 overview.

01:12:01.360 --> 01:12:11.590

Bentley-Memon, Millicent
It's important to note that applicants may request at the most \$475,000.00 per year for a HEP award and for a CAMP award.

01:12:12.500 --> 01:12:21.190

Bentley-Memon, Millicent
Additionally, the minimum amount applies to both, and for either award, the minimum amount is \$180,000.00 per year.

01:12:23.020 --> 01:12:33.400

Bentley-Memon, Millicent
Applicants that request more than the maximum may be rejected, and applicants that request less than the minimum amount will be rejected.

01:12:35.340 --> 01:12:48.080

Bentley-Memon, Millicent
Applications must provide sufficient detail for use of federal and non-federal funds in the budget narrative and include line-item detail for budget expenses for all non-federal funds.

01:12:49.380 --> 01:12:57.390

Bentley-Memon, Millicent
All blank answers will be interpreted as zero and would be considered below the minimum in the federal funds table.

01:13:01.610 --> 01:13:02.570

Bentley-Memon, Millicent
Next slide please.

01:13:04.310 --> 01:13:08.320

Bentley-Memon, Millicent
Indirect cost information on ED 524, Part A.

01:13:10.650 --> 01:13:16.650

Bentley-Memon, Millicent
Applicants must provide the indirect cost rate and the relevant government agency.

01:13:18.390 --> 01:13:30.520

Bentley-Memon, Millicent
Applicants that receive awards report on the terms within interim annual and final performance reports. Within these reports, they report on the indirect cost rate.

01:13:31.870 --> 01:13:42.130

Bentley-Memon, Millicent

Please note that, when an indirect cost rate is out of date, the grantee has 90 days to submit evidence that it is seeking an indirect cost rate agreement.

01:13:43.370 --> 01:13:50.960

Bentley-Memon, Millicent

HEP and CAMP training programs allow for an 8% or lower indirect cost rate.

01:13:52.650 --> 01:13:56.850

Bentley-Memon, Millicent

Grants awarded under HEP and CAMP have been designated training grants.

01:13:57.710 --> 01:14:04.930

Bentley-Memon, Millicent

EDGAR limits reimbursement of indirect costs under training grants to non-governmental grantees.

01:14:05.660 --> 01:14:23.580

Bentley-Memon, Millicent

These grantees may recover indirect costs under training grants up to the grantees' actual indirect costs as determined by the grantee's negotiated indirect cost agreement or a maximum of 8% of a modified total direct cost, whichever is less.

01:14:24.830 --> 01:14:36.460

Bentley-Memon, Millicent

Note that non-federal share cannot include the difference between the federal indirect cost rate of 8% and the institution's stated indirect costs.

01:14:42.080 --> 01:14:43.480

Bentley-Memon, Millicent

Project abstract.

01:14:44.200 --> 01:14:51.900

Bentley-Memon, Millicent

The project abstract should include a concise description of the following information, preferably in the following order.

01:14:52.610 --> 01:14:53.910

Bentley-Memon, Millicent

Name of applicant.

01:14:54.540 --> 01:14:56.040

Bentley-Memon, Millicent

City and state of applicant.

01:14:56.730 --> 01:14:58.890

Bentley-Memon, Millicent

Project objectives and activities.

01:14:59.610 --> 01:15:01.250

Bentley-Memon, Millicent
Applicable priorities.

01:15:01.860 --> 01:15:03.620

Bentley-Memon, Millicent
Proposed project outcomes.

01:15:04.910 --> 01:15:14.010

Bentley-Memon, Millicent
Number of participants to be served annually distinguished by commuter or residential, number, and location of proposed sites.

01:15:14.690 --> 01:15:19.340

Bentley-Memon, Millicent
And project targets for meeting each of the GPRA measures each year.

01:15:26.200 --> 01:15:27.440

Bentley-Memon, Millicent
Non-federal funds.

01:15:30.330 --> 01:15:39.390

Bentley-Memon, Millicent
If you list the funds in Part B of ED 524. You must explain the funds in a separate part C for non-federal funds.

01:15:40.590 --> 01:15:46.890

Bentley-Memon, Millicent
Please note that the same cost principles that apply to federal funds also apply to non-federal funds.

01:15:48.060 --> 01:15:56.810

Bentley-Memon, Millicent
If you propose use of non-federal funds, you will be required to provide these non-federal funds for each year of the grant that you propose them.

01:15:59.210 --> 01:16:12.610

Bentley-Memon, Millicent
This is very important because this is necessary to maintain the integrity of the grant competitions, since readers consider these non-federal contributions when scoring applications.

01:16:17.330 --> 01:16:18.600

Bentley-Memon, Millicent
Activities and costs.

01:16:19.870 --> 01:16:46.400

Bentley-Memon, Millicent
In accordance with 34 CFR 75.232, Office of Migrant Education staff will perform a cost analysis of each recommended project to ensure that costs relate to the activities and objectives of the project and that

those are reasonable, allowable, and allocable. We may delete or reduce costs from the budget during this review.

01:16:48.250 --> 01:16:55.450

Bentley-Memon, Millicent

This review takes place after a more intensive budget review of applications that are within the funding range.

01:16:56.420 --> 01:17:12.050

Bentley-Memon, Millicent

Please review the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200, as adopted and amended in 2 CFR Part 3474.

01:17:18.600 --> 01:17:21.490

Bentley-Memon, Millicent

ED 524, Part C budget narrative.

01:17:23.380 --> 01:17:30.640

Bentley-Memon, Millicent

Provide an itemized budget breakdown and justification by project year for each budget category listed in sections A and B of the ED 524 table.

01:17:41.860 --> 01:18:00.200

Bentley-Memon, Millicent

Per grant projects that will be divided into 2 or more separately budgeted major activities or subprojects, show for each budget category of a project year, the breakdown of the specific expenses attributable to each subproject or activity.

01:18:01.850 --> 01:18:09.760

Bentley-Memon, Millicent

For non-federal funds or resources listed in section B that are provided as a voluntary cost sharing, you must include the specific costs or contributions by budget category, the source of the costs or contributions, and in the case of third party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

01:18:34.480 --> 01:18:46.440

Bentley-Memon, Millicent

Please review the Department of Education's general cost sharing and matching regulations, which include specific limitations in 34 CFR 74.23.

01:18:47.950 --> 01:19:05.550

Bentley-Memon, Millicent

Also, review the applicable office of Management and Budget (OMB) cost principles for your entity type regarding donations' capital assets depreciation and use allowances. OMB cost principle circulars are available on OMB 's website.

01:19:08.730 --> 01:19:09.890

Bentley-Memon, Millicent
Next slide please.

01:19:13.560 --> 01:19:14.350

Bentley-Memon, Millicent
Attachments.

01:19:16.260 --> 01:19:31.140

Bentley-Memon, Millicent

If the Project Director and key personnel have been selected and identified in the application, provide brief resumes that describe their unique qualifications for the responsibilities they will carry out under the project.

01:19:32.820 --> 01:19:42.870

Bentley-Memon, Millicent

If a Project Director and key personnel have not been selected, at least provide the job descriptions and minimum required qualifications for their positions.

01:19:44.410 --> 01:20:00.070

Bentley-Memon, Millicent

Regardless of whether or not the Project Director and key personnel have been selected, provide brief job descriptions that outline the minimum required qualifications, responsibilities, and duties of these positions under the project.

01:20:01.320 --> 01:20:07.540

Bentley-Memon, Millicent

These will be the standards the Department will use for approval of key personnel changes.

01:20:08.810 --> 01:20:29.040

Bentley-Memon, Millicent

Private nonprofit applicants may provide a Memorandum of Understanding to demonstrate that they planned the project in cooperation with an institution of higher education as per the requirements in 206.3(b). That's 206.3(b).

01:20:30.740 --> 01:20:40.450

Bentley-Memon, Millicent

Applicants may provide letters of support from organizations specifically referenced in the project narrative that will provide significant collaboration to the project.

01:20:41.740 --> 01:20:49.180

Bentley-Memon, Millicent

These attachments are used by Office of Migrant Education staff for the administration of those grants that are awarded.

01:20:53.240 --> 01:20:54.300

Bentley-Memon, Millicent
Next slide please.

01:20:55.630 --> 01:20:57.590

Bentley-Memon, Millicent
Assurances and certification.

01:20:58.850 --> 01:21:08.920

Bentley-Memon, Millicent
Be certain to complete all required assurances and certification in grants.gov and include all required information in the appropriate place on each form.

01:21:09.910 --> 01:21:19.010

Bentley-Memon, Millicent
The assurances and certifications required for these applications are disclosure of lobbying activities, certification regarding lobbying, GEPA (General Education Provisions Act) requirements.

01:21:24.530 --> 01:21:35.630

Bentley-Memon, Millicent
Please do note, occasionally, the GEPA form is missed by applicants, so please make sure you complete the form. It does require a narrative, and then please also see these additional assurances.

01:21:40.390 --> 01:21:42.310

Bentley-Memon, Millicent
Next slide. Helpful hints.

01:21:43.750 --> 01:21:48.700

Bentley-Memon, Millicent
Here are some helpful hints, First, carefully check your ED 524 form.

01:21:50.390 --> 01:21:56.700

Bentley-Memon, Millicent
Second, the funding opportunity numbers are shown on this slide, as shared previously, along with the grants.gov website.

01:21:57.850 --> 01:22:02.470

Bentley-Memon, Millicent
Remember: the application submission deadline is February 1, 2022.

01:22:04.390 --> 01:22:10.110

Bentley-Memon, Millicent
Remember the information we shared regarding use of federal and non-federal funds in the budget narrative.

01:22:11.370 --> 01:22:25.170

Bentley-Memon, Millicent
And make sure that you include both resumes, job descriptions, and minimum qualifications in attachments. Again, be sure to include both resumes, job descriptions, and minimum qualifications in attachments.

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U.S. Department of Education Office of Migrant Education

01:22:32.020 --> 01:22:34.310

Bentley-Memon, Millicent
Now, I'll turn it over to Jessica.

01:22:36.680 --> 01:22:45.650

Stein, Jessica

Thank you, Millie. We hope you found this webinar helpful. If you have questions now, you may continue to submit them through the chat function.

01:22:53.190 --> 01:23:07.880

Stein, Jessica

Thank you for joining our presentation today. If you have any questions after today, please don't hesitate to reach out. Please contact Millie, Sandy, or me if you have any competition questions.

01:23:11.570 --> 01:23:18.970

Bentley-Memon, Millicent

Thank you. I want to close by thanking Dr. Sandy Toro and Ms. Jessica Stein for this presentation. Thank you.